

CHAPTER V

CONCLUSION

This chapter presents the result of the discussion of the whole research. In the beginning part of this chapter will be explained the conclusion of the research findings. It is continued to the next subchapter will propose recommendation for further research.

1.1 Conclusion

This study finds out the answer of three main questions. First, analyzing the existing models of teaching to finds out the integration of ICT competences in supplementary skills courses provided by ELESP. Second, the procedures to integrate the ICT competences in the components of supplementary skills courses model of teaching. Third, designing the ICT competences-integrated supplementary skills model of teaching for ELESP.

The existing models of teaching apply cognitive, humanistic, and communicative language teaching approach that described by using several methods, namely scaffolding, reciprocal teaching, cooperative learning, text-based instruction, and competency-based instruction. The learning activities are facilitated by using Microsoft Teams which divided into three parts of learning, they are pre-teleconference, teleconference, and post-teleconference session.

The integration of ICT in the existing MOT as follows,

- 1) The existing models of teaching already integrates the ICT in level of Knowledge Acquisition, Knowledge Deepening, and Knowledge Creation;

- 2) The level of Knowledge Acquisition is accommodated in the component MOT namely approach, which translated into the syllabus component as Learning Outcomes;
- 3) The level of Knowledge Deepening is accommodated in the component MOT, they are approach which translated in the syllabus as Learning Outcomes; and techniques which translated into the learning activity including document sharing, small group discussion (written), and class discussion (face-to-face meeting);
- 4) The level of Knowledge Creation is accommodated in the component MOT namely method which translated into collaborative learning using technology, and techniques which translated into learning activity including the circumstances of group discussion and class discussion;

In designing the ICT-competences integrated models of teaching supplementary skills courses, there are several steps that have been conducted. *First*, identifying the course indicators. *Second*, matching the ICT competences framework with the components of models of teaching in the syllabus. *Third*, inserting / infusing the ICT competences into MOT of Public Speaking course.

This study proposes the prototype design of ICT competences-integrated models of teaching Public Speaking course. The approach applies cognitive, behavior, and communicative language teaching (CLT). It describes in the use of method scaffolding, cooperative learning, text-based, and competency-based instruction. The learning activities are divided into three session, they are pre, whilst, and post teaching which facilitated through online media platforms. The learning outcomes follow the CEFR indicator. The prototype design follows the ICT CFT Version 3 from UNESCO

in the level of knowledge acquisition, knowledge deepening, and knowledge creation which translated in the models of teaching components including approach, method, and techniques.

The prototype models of teaching was differ from the existing. What makes different is the integration of ICT competences, CEFR, and KKNI in arranging the learning outcomes, learning materials, and learning media.

1.2 Recommendation

This study focused on the discussion of analyzing and designing the ICT competency-integrated models of teaching. The recommendation which proposed as follows:

1. The existence of this study is expected to give contribution to the research field in analyzing the existing MOT. The other study may be conducted with the focus on another form of Public Speaking course;
2. The other researcher may follow or adapt the new procedures in analyzing and designing ICT competency-integrated MOT in Public Speaking course;
3. The study recommends the other researcher may develop the prototype MOT in other form of Public Speaking course;
4. The current study expected to fill out the literature related to developing MOT. Next study may conduct the implementation of proposed designed.